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EDITORIAL NOTES

GEORGE HERBERT LOCKE

It is right to judge results, not by the aggregate amount of achievement, but rather by the amount after there have been taken into consideration the obstacles that were overcome. The traditions and environment in some sections of our country are such that if an association of educated men cannot make substantial progress, it is plain that the responsibility is theirs; in others it is a constant struggle with limited means and indifferent, if not hostile, traditions. It is in this latter class that we must place the people in our southern states who are endeavoring to make substantial educational progress. As we have pointed out in former issues, the greatest force at work in the regeneration of secondary education in that section of our country is the Association of Colleges and Preparatory Schools of the Southern States. Without disparaging in any way the great work of similar associations in the New England states, the Middle states and Maryland, and the North Central states, it is worth while to consider carefully the situation confronting each association when it began its work. Judged by this standard the association in the southern states shows remarkable progress. Most of our associations are deliberative bodies, but this is legislative also, and, having decided upon certain educational practices which are deemed essential to progress in secondary education, it inquires annually of its institutional members whether the institutions which they represent have observed the letter and the spirit of these standards. If there has been transgression, the consensus of opinion seems to be that the transgressor has by his act separated himself from association with those who are working for better things, and he is treated accordingly. This means that there is a solidarity about the association that makes for power and progress.

Its first great reform was the abolition of preparatory schools in connection with colleges and universities. These lowered the intellectual tone of the college and prevented the legitimate secondary schools, whether private or public, from growing properly. This was a bold step at that time, and the number of so-called college students decreased. But this diminution in numbers lasted at the most only two years, and ever since there has been an upward trend. This is but natural, for when the universities ceased to be rivals of the preparatory schools, as they had been in maintaining a preparatory department, there at once developed a community of interest between the schools and the universities, and from this unity there came the strength of this great association. And so we might

read the proceedings of each annual meeting and discover some distinctly educational advance each year. The motto seems to have been:

"Where the vanguard camps today
The rear will camp tomorrow."

The meeting last autumn was remarkable for a still greater advance toward unification of effort and raising the general intellectual standards. The following resolutions will best explain the temper of the meeting. These were offered by a committee appointed at the regular meeting of the association in 1903, "to consider the advisability of instituting a plan of furnishing uniform examination questions to those schools of the South which prepare students for college and which are willing to take these questions for their examinations."

Resolved, That the president be requested to appoint a committee of five from those present—at least one, and not more than two, of whom shall be representatives of secondary schools—which committee shall be known as the "Entrance Examination Committee of the Association of Colleges and Preparatory Schools of the Southern States."

Resolved, That the several colleges in the southern states be requested by this association to give to this committee such information as it may desire, and such support as the several colleges may see fit, and to accept such examination papers as may be sent them, properly vouched for, on questions set by this committee, at their face value, the same to be sent for grading by mail, sealed, to the institution the applicant wishes to enter.

Resolved, That it shall be the duty of this committee (1) to draft rules and regulations for the examinations; (2) to canvass the colleges in the southern states for a full and accurate statement of their entrance requirements; (3) to make an estimate of the cost of printing questions and to secure advance subscriptions for the same; (4) to meet in Atlanta, Ga., or some other central point, in December or January, and to prepare a full report for publication in the minutes of this meeting.

Resolved, That if, in the judgment of this committee, there is sufficient interest to justify such action, it proceed to map out the general limits of the examinations, which, as to topics and thoroughness, shall be so graded as to embrace the varying requirements of the different institutions; and that in each subject it shall appoint three examiners, who shall be requested to confer by letter and prepare such an examination as shall comply with the requirements stated by this committee, and send the same to the secretary of this committee not later than March 15.

Resolved, That each of the supporting colleges be requested to hold an entrance examination at its institution at the time fixed by this committee, it being understood that this examination will in no case prevent other examinations which any institution may wish to hold.

Resolved, That two members of the Entrance Examination Committee shall be replaced each year by the president of this association, and that the new members be selected from colleges and schools not then represented on this board.

Resolved, That in 1905 and thereafter this board and the committees to prepare examinations shall meet in November at the place appointed for the meeting of the association, on the day before the date fixed for the meeting of the association, and then and there make all necessary arrangements for the next examination.

Resolved, That this association meet the initial expenses of the Entrance Examination Committee for stationery, printing, and postage, and that their respective colleges be requested to pay their traveling expenses.

It is plain that this plan was suggested by the great success of the Entrance Examination Board of the Middle States and Maryland, but it is equally plain to anyone acquainted with conditions in the South that the financial details could not be the same. Therefore the association and its members have undertaken to assume the burden, educational and financial, that the much-desired reform may take place. Here is a place where some person interested in educational progress could by a comparatively small gift make possible a great reform.

The committee recognizes that it is doing pioneer work and in its circular states that "any educational reform of importance takes time, patience, and sacrifice on the part of those engaged in it." The outlook is encouraging, for within a month from the issuing of the invitation to join in this movement thirteen colleges and five schools accepted. The chairman of the committee, Professor Paul H. Saunders, of the University of Mississippi, sent out a circular to the members of the subcommittees, some paragraphs of which so aptly describe the high ideals, and at the same time the thoroughly good business practice, that we reproduce them:

The committee appreciates the fact that the instructors in our southern institutions have full work, and that even a slight addition like this may prove a burden; but it feels that this is, in a measure, missionary work, and believes that you will so consider it and willingly perform the duties thus imposed without other compensation than the consciousness that all are working together freely for the betterment of the educational conditions in the South. No one connected with this movement receives any compensation for the work done.

I inclose an outline indicating how the examinations are to be divided, what ground is to be covered in each subject, and how much time will be allowed students on each subject.

I beg leave to call your attention to two points which probably would have occurred to you: The examinations are to be set, not for college students, but for the pupils of the secondary schools having different teachers and textbooks; one of the purposes of these examinations is to tone up and improve the standard and thoroughness of the secondary schools, and while they should not be so difficult as to discourage, they should be sufficiently thorough and scholarly to inspire and stimulate, teachers and pupils, leaning in this direction rather than toward too elementary tests. The chairman of each committee has been sent specimen examinations from various institutions, and he is requested to prepare as soon as possible a first draft of the examinations and send to the other members of his committee; they will at once make such criticism and suggestions as they see fit, prepare additional questions, and return to the chairman, who will then make the final draft and resubmit to his committee, if time permits.

The Council of the National Educational Association at its meeting in 1903 appointed a committee to investigate the salaries, tenure of office, and pension provisions of teachers in the United States. This was in response to a growing demand for a critical study of the position of teacher in comparison with that of

other wage-earners whose vocation demanded an approximate amount of preparation. The result of this agitation is that we are accumulating some interesting statistics, and at least one educational journal has devoted a department to the dissemination of useful information on this particular subject. The state superintendent of public instruction in Indiana, Mr. F. A. Cotton, published the results of his investigation into conditions in his own state in one of his useful pamphlets which, like Elbert Hubbard, he distributes every little while. This stirred up much interest in Indiana, and Mr. George W. Benton, principal of the Shortridge High School in Indianapolis, undertook an investigation into the salaries of teachers in high schools. These results he presented in a paper read before the Town and City Superintendents' Association of Indiana and published in full in the *Educator-Journal*. In his own state the high schools are divided into commissioned and non-commissioned, according as they have been accepted as fulfilling the conditions laid down by the state board. This system corresponds to the method of accrediting which is in vogue in connection with our state universities. The average yearly salary in a commissioned high school is \$726, and in a non-commissioned school, \$432. Mr. Benton quotes from Mr. Charles A. Gardiner, of New York city, that in 1902 the average yearly salary of high-school teachers in New York state was \$729. This is a poor showing in comparison with such trades as marble-cutters, bricklayers, plumbers, metal-lathers, and stonemasons, whose average earnings range from \$902 to \$1,500. Mr. Mosely, who organized the famous commission that visited us last year, when reporting his impressions, said on this point that the people of this country are spending a marvelous amount of money on their public-school buildings and equipment, but are not paying adequate salaries to those who are giving the instruction. Were the pay in our high schools better, we should not be losing so many good men each year to insurance, book-selling, and other more remunerative business occupations. Mr. Benton has felt the pressure when as principal of a high school he is forced to look about for first-class teachers to supply the places of those in his own school who have deserted the profession. If this is the situation in such a good school as the Shortridge, what must be the lot of the principal or superintendent in a small town! We are trying to build up a professional spirit in our high schools, and are preaching vigorously that the teacher should have a special training for his work. To those of us who are engaged in this occupation, and who believe that the interests of the children ought to be protected in this way, the present situation in many of our towns is very disheartening. We cannot urge men of ability and power to enter upon a profession and make it a life-work when the remuneration is so much less than they could earn in any other occupation that demands equal preparation. Mr. Benton urges the consolidation of high schools, instead of the present tendency toward multiplication, and he certainly proves his point that such a course would lead to better salaries, better teaching, and thus a better chance for the children. He looks at this from a very practical standpoint when he urges that the making of good roads would hasten this, and that for the con-

struction of these it would be wise to employ convict labor rather than use that labor, as is now being done, to manufacture articles that will compete with honest labor. He advocates the township high-school system which has been such a great success in Illinois. We append some interesting statistics which he gathered from various cities:

STATISTICS GATHERED IN SEPTEMBER, 1904, ON HIGH SCHOOL SALARIES

Cities	Teachers		Principals
Albany, N. Y.....	\$700—	\$2,500	\$3,000
Boston.....	600—	3,060	3,780
Buffalo.....	450 { W.— 900 } { M.— 1,600 }		2,500
Baltimore.....	900—	1,500	2,400
Cincinnati.....	1,200—	2,000	2,600
Chicago.....	850—	2,000	2,500—3,000
Cleveland.....	1,000—	2,200	3,500
Detroit.....	700—	1,200	2,600—3,500
Denver.....	800—	1,900
Evansville.....	800—	1,000	1,800
Ft. Wayne.....	600—	1,300	2,000
Grand Rapids.....	1,200—	1,400	2,400
Kansas City.....	800—	1,800	2,200—3,300
Louisville.....	900—	1,800	2,500
Minneapolis.....	650—	1,500	2,300—2,700
Milwaukee.....	900—	1,700	2,500
Newark, N. J.....	800—	2,300	3,500
New York city.....	{ W. 700— 2,500 M. 900— 3,000 }	 3,500—5,000
Omaha.....	760—	1,235	3,000
Providence.....	600—	1,600	2,500
Pittsburgh.....	700—	1,500	3,500
Philadelphia.....	{ W. 1,050— 2,000 M. 1,050— 2,500 }	 2,400—4,000
St. Louis.....	688—	2,064	3,500—3,600
Springfield, Mass.....	600—	2,200	2,700—3,500
Syracuse, N. Y.....	550—	1,500	3,000
Toledo.....	600—	1,500	1,800—2,000
Utica.....	750—	1,500	2,700
Washington.....	500—	1,500	1,800
28 cities, average.....	\$762.42—1,816.39		\$2,721.44—3,400.00

The eighteenth annual report of the State Board of Education of Massachusetts has just been submitted to the legislature and contains many interesting suggestions in addition to the usual array of statistics. There were enrolled in the public schools in the year 1903-4, 494,042 pupils; average membership, 431,361; average attendance, 91 per cent., or 391,771. The records show an increase in the above items of 8,559, 7,558, and 3,155, respectively. The latter increase is a decided falling off from that of the preceding year, which was 8,590. The total number of pupils in the evening schools is 43,780—an increase of 4,595. The interest in

evening schools seems to be growing, says the report. The expenditure on public schools was \$16,436,667, of which \$2,642,075 was for new schoolhouses.

The principal recommendations are: that the terms of evening schools be lengthened; that the educational forces of the state be unified under the lead of the secretary of the State Board of Education; that the minimum length of the high-school year be fixed at thirty-eight weeks; that the wages of teachers be increased; that retirement funds for teachers be made more general; that a third year in the normal schools be used half for practice under active school conditions, and half for intensive study on one or two subjects to improve the scholarship; that a state normal school be established to qualify teachers for high schools; that the office of school superintendent be made more attractive by extension of authority and greater security of tenure; that music be made a more substantial study in the high schools; that the study of physiology and hygiene be broadened to include the hygiene of the home and public hygiene; that the teachers of each town and city organize themselves for the study of school principles and practice.

The paternalism of the emperor of Germany has its distinctly good side, and his interference on behalf of educational reforms has always been productive of beneficial results. A few months ago we commented upon his effort to unify the work of the different grades of secondary schools so that work properly performed in one would receive corresponding credit in another, a distinct advance in German education. The latest of his investigations is concerning the size of classes, and he condemns strongly the tendency to have seventy or more children in charge of but one teacher. It seems that there is a great opportunity for reform in this important part of educational organization, for the reports published in 1901 show that in Prussia alone there were 949 schools with from 71 to 100 children in charge of one master; 685 half-day schools reported 120 and more children to a single teacher, most of these schools being in the Polish provinces. In 5,048 schools with two or more teachers there was an enrolment of between 71 and 100 for each teacher; in 89 schools with one teacher, and in 415 schools with two or more teachers, each had charge of 121 to 150 pupils; and in one school with one teacher, and in two with more teachers, the enrolment for each was more than 150. It seems that some 19,653 teachers, or fully 22 per cent. of the total corps, suffered from this unreasonable state of educational affairs. The investigation has shown single instances which are almost beyond belief, as, for instance, that schools with enrolments of 130, 140, 166, 168, 180, and 188 students under one teacher are tolerated and in Dozonowo, district of Kulm, there is one with 201 children. Notwithstanding the ardent admiration of some of our traveling educationists for what they think German education is and does, it seems as if there are still many problems to be solved ere the Germans are satisfied with their own conditions.

SIZE OF CLASSES
IN THE SCHOOLS
OF GERMANY

The report of Mr. Jordan, superintendent of schools in Minneapolis, shows that there was a decided increase in attendance in the high schools of that city during 1903-4. The accommodation is so limited, and the prospects for increase in building so distant, that the superintendent proposes to put the high schools on two sessions, viz.: from 9 to 12 A. M. and from 2 to 4 P. M., with a recess of twenty minutes in the forenoon and no recess in the afternoon. It looks as if Mr. Jordan is aware of the many disadvantages of such a plan, and will not try to put it into operation unless the situation becomes exceedingly grave. He points out that under such a plan it would be necessary for many of the children to do their studying at home, instead of in the schoolroom, and using the school as a place merely for recitation of lessons. There are other reasons, but none can be as important as this, for it encourages that very erroneous idea of a school which has hindered true educational development. There are 126 teachers in the high schools, 27 of whom are men, and 99 women; the boys number 1,527 and the girls 2,060. In the first year there were 1,477; in the second, 905; in the third, 701; in the fourth, 504. It is interesting to notice that in the graduating class there were 191 boys and 303 girls, which shows that the boys survive much the better. The statistic showing ages of admission make it evident that in the schools of this city the tendency to enter the high school at an early age seems not very pronounced. One was admitted at 12, 80 at 13, 369 at 14, 724 at 15, 921 at 16, 749 at 17, 437 at 18, 213 at 19, 61 at 20, 20 at 21, and 12 at an age over 21.

THE PROGRESS IN
SECONDARY
EDUCATION IN
MINNEAPOLIS